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Lesson Title: Service Learning Projects

Unit: *The House on Mango Street*

Class: LAE 4335.001

Date: 9 April 2009

1. Objectives:

Students will be able to

- Make the distinction between service learning, community service, and volunteer work
- Understand the components of service learning
- Form an opinion on a topic and defend it
- Write a problem/solution "letter to the editor" about issues for the characters in *House on Mango Street* by Sandra Cisneros
- Create a poster to share a service learning project and share with the class

2. Sunshine State Standards:

- LA.1112.5.2.3: The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one's own and others oral presentations according to designed rubric criteria;
- LA.1112.5.2.5: The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
- LA.1112.4.2.1: The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);
- LA.1112.4.2.4: The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);

3. Materials:

- Worksheets provided by teachers
- Paper
- Pen/Pencil
- *The House on Mango Street* by Sandra Cisneros
- Poster board
- Markers, colored pencils, crayons, etc.

4. Lesson Sequence (and approximate times for each segment):

- A) Teachers will pass out a worksheet where students will blindly define. (5 minutes)

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1. service learning
2. community service
3. volunteer work

B) Teacher will the explain the components of service learning

C) Where you stand activity (15-20 minutes)

- Reading a passage from *The House on Mango Street*, the teacher will make a judgment on the situation within that aspect of the text followed by a generalized statement.
- Students will then choose to either agree or disagree

D) Letter to the editor activity (15-20 minutes)

- Students will then write a problem/solution style letter to the editor of a local newspaper, as a group, recognizing problems found in the community from *The House on Mango Street* and come up with a service learning activity as the solution.
- This style of letter will be modeled using a familiar story's problem and a service learning activity as the solution.

E) Advertising service learning activity solutions

- Teacher will pass out service learning projects created previously to each group
- Groups will create a poster advertising the projects, showing how the activity meets state standards and can be used in the classroom. All students will participate in the creation of the advertising poster.

5. Assessment and Assessment Criteria:

- Students can define the service learning, community service, and volunteer work as different entities.
- Students can defend their positions on different issues
- Students can create a problem/solution letter to the editor
- Students can create a poster that ties service projects to curriculum

6. Lesson Plan Extensions and Modification Ideas

- Projects can be extended throughout the year as a service learning project.

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Points of Light Youth Leadership Institute

VOLUNTEERISM? OR SERVICE LEARNING? OR....?

Match the term to the definition.

TERM	DEFINITION
1. Youth Service	A. Young people who choose on their own to perform some service for others without pay
2. Service—Learning	B. Broader term for various educational approaches that emphasize learning by doing
3. Youth Volunteerism	C. Umbrella term for all approaches to involving youth as resources in the community
4. School to Work	D. The perspectives and ideas of young people
5. Community Service	E. Any learning experience that occurs in the community, including service-learning, field trips and internships
6. Experiential Education	F. Broadly defined as work without pay or sometimes as service by young people through court ordered or alternative sentencing programs
7. Youth Voice	G. Approach to learning based on proven concept that education is most useful for careers when students apply academic skills and knowledge in real life, real work situations
8. Community—Based Learning	H. Youth are involved in helping others, with a particular emphasis placed on the learning that occurs through service

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Esperanza and her friends have decided to host a neighborhood block party in order to make people better acquainted with one another. With a \$100 donation from the local hardware store they will plan the party and put together a resource guide for each resident. To accomplish this, Esperanza and her friends are going to interview each person to determine his/her skills. They will then publish each person's contact information and list the skills he/she possess. This will be useful in the event of a disaster and with neighboring.

The poverty level is high in the Mango Street community and Esperanza is tired of having to be embarrassed about her old clothes. After feeling awkward at the baptism because of her old shoes, she decided to have a clothes drive. With help from her friends and the community, Esperanza plans to advertise the drive around the neighborhood and places nearby. She is also going to determine who has the greatest need for the clothes collected as there is only a limited supply donated in relation to the number of people in the neighborhood.

Health services are not effective in Esperanza's community. The small staff at the emergency room was unable to save a boy and as a result his family will never know what happened to him. This incident bothers Esperanza, so she has decided to conduct a census of the town and create emergency cards for each member of the community. The card will include information such as name, age, and emergency contact information. It may also include medically relevant information. In order to get people to agree to have such a card on them at all times, Esperanza must persuade Mango Street residents to participate in the census.

There is a great deal of talk on Mango Street about 's wife who never leaves the house. Esperanza believes this is because she does not understand or speak English. Esperanza has decided she can help by offering a class to teach English. She has also decided she and her friends can make certain tasks easier for non-English speakers by offering to help at doctor's offices as people fill out forms. To bring awareness to this issue, Esperanza and her friends are also going to record the number of people who they help and report their findings to the local government.

Esperanza desperately wants a home and can relate to the bums she sees passing by her street. Esperanza and her friends are going to address this issue by serving as advocates in their community. They plan to gather some statistics, write a speech, and presenting it at the next town meeting. They have decided to contact the Homeless Coalition for support and further resources.